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TEACHER MOBILITY, TEACHER DROPOUT AND THE EXPECTATIONS OF FAMILY AND FRIENDS. FINAL REPORT.

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This pilot study was designed to test the hypothesis that teachers' perceptions of the career expectations held for them by their best friend by their spouse are associated with whether they, the teachers: (1) leave education for other occupations, (2) leave their school system and enter other school systems, or (3) remain in their present school system. Of the 286 first and second-year male teachers in a midwestern urban school district in May 1967, 150 answered mail questionnaires regarding: (1) career expectations held for them by their families and friends, (2) satisfactions with other school staff and with teaching duties, (3) aspirations for social prestige, (4) problems faced in the classroom, and (5) educational characteristics of students and cooperativeness of parents. On the basis of the first category of questions, the researchers predicted which teachers would move to other school systems or drop out of teaching by fall. Analysis of follow-up questionnaires seemed to confirm the hypothesis that group influences are a major determining factor in teacher dropout and mobility. While further research into the importance of reference groups in teacher career decisions is warranted, it appears that efforts to reduce turnover among teachers should focus upon activities which will elicit the support of teachers' families and friends. Included are the 10-page questionnaire, 11 statistical tables, and a 65-item bibliography. (JS)

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Final Report

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TEACHER MOBILITY, TEACHER DROPOUT, AND THE EXPECTATIONS OF FAMILY AND FRIENDS

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U. S. DEPARTMENT OF
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Bureau of Research

SP001517

Teacher Mobility, Teacher Dropout,
and the Expectations of Family and Friends

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I SUMMARY

A. SUMMARY OF PROBLEM AND OBJECTIVES

The impact on teachers' career decisions produced by the teachers' perceived relationships with their spouses and best friends with whom they frequently interact is the focus of this report.

In essence, the problem was one of determining whether it was possible, through hypotheses derived from reference group theory, to predict four months in advance those male teachers who would leave education as a career, those teachers who would move to other school systems and those teachers who would remain in their school systems. The bases for these predictions - hypotheses - were each male teacher's indications of the career expectations held for him by his spouse (or family) and best friend with whom he frequently interacted. Teachers were asked through questionnaires in the spring, 1967, to indicate whether they thought that their best friends and spouses (or family) desired that they remain in their school setting, leave education as a career, or remain in their school systems. The dependent variable for these hypotheses were whether the following fall, 1967, the teachers, in fact, left education, moved to other schools, or remained in their school systems.

In addition to testing these hypotheses which predicted the career behavioral acts of teachers, several exploratory questions were raised concerning alternate hypotheses. However, these alternate hypotheses were not raised until after the data were collected, hence, testing of these hypotheses involved post fact analysis which thereby imposes serious limitations on the conclusions pertaining to these findings. The grouping of teachers who have already left education and the assessment of whether they differ from other teachers, provides a far more limited test of hypotheses than does the successful prediction of which teachers will, in fact, leave education.

The several exploratory questions and competing hypotheses focused on five general areas: (1) background conditions concerning previous mobility, teaching experience, and socio-economic levels of friends and family of origin; (2) levels of teachers' occupational aspirations and plans; (3)

teachers' perceptions of disciplinary and academic characteristics of their students; (4) teachers' perceptions of parental attitudes toward their children and the school; and (5) teachers' indications of their satisfaction with the career of teaching, and satisfaction with other personnel in the school setting.

B. SUMMARY OF METHODOLOGY

This study was restricted to male, first and second year secondary teachers, present in the spring of 1967, in a large, midwestern, metropolitan, public school system (Total N = 286, Respondents N = 150). This restriction of the population controlled the confounding problems of teacher turnover due to marriage, pregnancy, length of teaching experience and variations by sex. While limitations upon generalizations are imposed by this restricted population, the resulting greater precision provides a sounder basis for further research.

Teacher data were obtained in the spring, 1967, through mail questionnaires. The reliability and validity of the responses to the major instruments was based on the analysis of data previously obtained in the fall, 1966, from pretest administration of the questions and follow-up interviews. The major instruments asked the teacher whether his wife (or family of origin) and his best friend with whom he interacted frequently desired that he, the teacher, should continue teaching in his present school, move to another system, or leave education as a career.

Data about the career acts of the teachers, the dependent variables, were obtained in the fall, 1967, from school records, follow-up questionnaires, interviews and phone calls.

C. SUMMARY OF RESULTS

1. Major Hypothesis One

Of the 32 teachers who had indicated in the previous spring that their wives and best friends desired that they leave education, or that one was neutral and the other desired that they leave education, 11 (34%) left education as a career in the following fall. Looked at another way, these 11 teachers for whom we predicted dropout, constituted 69% (11 of 16) of all the teachers who dropped out

of education in the fall.

Of the 28 teachers who had indicated in the previous spring that their spouse and best friend were not in agreement as to whether they should remain in education as a career, or that both spouse and best friend were neutral, only 2 (7%) left education as a career the following fall.

Of the 70 teachers who had indicated in the previous spring that their wives and best friends desired that they remain in education as a career, or that one desired that he remain in education while the other was neutral, only 2 (3%) left education as a career the following fall.

2. Major Hypothesis Two

Among the 56 teachers who indicated in the previous spring that both their best friends and wives desired that they move to another school system, or that one desired that the teacher move while the other was neutral, 17 (30%) did, in fact, move to another school system the following fall. From the group of 73 -- which included all other teachers grouped on the basis of perceptions of conflict expectations from wife and best friend, neutrality of both, or desire by both that he remain in his present school setting -- only 1 (1%) moved to another school system.

3. Exploratory Questions and Alternate Hypotheses

No substantive support was found for the following background factors as being useful predictors of which male first and second year teachers in a system will leave education as a career, move to another school system, or remain in their school systems: (1) total of previous teaching experience; (2) number of schools taught in; (3) parents' education levels; (4) socio-economic status level of father in terms of social prestige; (5) best friend's SES level; (6) teacher perceptions of their students' academic skills; (7) teacher perceptions of their students' parents' cooperativeness and concern for their children; (8) teacher satisfaction with the job requirements; (9) teacher satisfaction with the career of teaching; (10) teacher satisfaction with others in school setting; (11) teacher occupational aspirations and plans in terms of social prestige levels; and (12) teacher orientations to move to higher status positions within education.

D. SUMMARY OF CONCLUSIONS AND IMPLICATIONS

Substantial, inferential and empirical support for the utility of reference group theory was demonstrated in this study. The research provided evidence, from data about teachers' perceptions of the career expectations held for them by their spouses and friends, that it is possible to predict far beyond chance, whether teachers will leave education as a career or move to other school systems.

In addition, this study provided evidence of the way in which social groups, through the medium of the individual actor contribute to, or fail to contribute to, the maintenance of large formal social structures and societal institutions.

Satisfactions with teaching per se, aspirations for social prestige and problems faced in the classroom were not important variables in the career acts of the teachers investigated. If these, and the other findings of this study, are further supported in other research, then it appears that efforts to reduce turnover among teachers should focus upon activities which will elicit the support of teachers' friends and family.

II INTRODUCTION

A. PROBLEM

From a recent study it was reported that for every one hundred new teacher-trainees who satisfy state certification requirements, about sixty enter the classroom. Approximately fifty-three persons return the following year, and then ten years later only twelve to fifteen of the original one hundred are left (Wolf and Wolf, 1964). From a survey of school records data, Edwards (1963) reported that each year one out of twelve teachers leave the teaching ranks. The National Education Association's Research Division (1966) recently reported that approximately eight percent of the teachers at the beginning of the school year would leave education before the following school year. Bruce (1964), in speaking of the community problem, said that ". . . of all the problems which boards of education have to contend with, the turnover of teachers is perhaps the most troublesome and confusing."

The confusion school boards face in understanding teacher turnover also applies to educators and social scientists. Our knowledge about career change consists primarily of long lists of disparate reasons given by people after they have in fact changed jobs. Literally hundreds of after-the-fact surveys of teachers' reasons for leaving their positions have been conducted. It is commonly stated by teachers and investigators utilizing post hoc data that teachers leave teaching to enter other occupations because of low salary, dissatisfaction with administrators, excessive teaching load, extra work beyond teaching duty, and similar reasons (Blaser 1965; Metz 1962; Foster 1967).

The three major criticisms which can be applied to most of these studies are: (1) failure to clarify type of teacher turnover; (2) the post hoc nature of these studies; and (3) the lack of theoretical formulations concerning career change. Among most studies of teacher turnover, teacher mobility (a change in district of employment) is not distinguished from teacher dropout (teachers leaving education for other careers). A different set of factors may be

more appropriate for explaining teacher dropout than would be appropriate for explaining teacher mobility. The methodological and theoretical problems in building a knowledge of human behavior upon after-the-fact studies is so commonly dealt with as to not require discussion. The lack of theory construction is perhaps related to this post hoc treatment. This is not to say that theoretical frames-of-reference have not been employed.

Usually, however, implied economic notions (concerning salary) or unstated beliefs about the function of "motivations" and "frustrations" are given. Without challenging the rigor of other construct systems, it can be said that currently there are no formalized propositions stating why career change occurs. The closest approximation is in the area of career development. There is the possibility, however, that attributed factors in the development of a teaching career (e.g., salary) may not be the same as those in leaving education. Furthermore, as developed in the next section, characteristics of the teachers' reciprocal relationships with friends and spouse may be as relevant as psychological traits or economic factors. It is fair, at least, to say that the burden of verification is still on everyone who states why career change occurs.

A methodological objective of this study was to verify or test its theoretically derived hypotheses by successfully predicting beyond chance teachers who would and would not leave teaching for a career outside of education. It was reasoned that if this could be done a sound basis for further research concerning the importance of reference groups in career mobility and change would be established.

B. BACKGROUND

Two areas of literature are briefly summarized. The first reviews representative studies of teacher turnover. Because of the rapidity of changes in the past 15-20 years in teacher roles in terms of organizational controls, salary scales, working conditions, etc., this review is limited to representative research conducted within the past six years. The second area briefly deals with literature relevant to the theoretical basis of this study.

1. Review of Research

Gordon (1963) and Foster (1967) in the Review of Educational Research cited several descriptive studies of teacher employment conditions. Employment conditions, such as low teacher status and low morale are often cited as the major causes of teachers leaving education. Nelson and Thompson (1963) reported that teachers leave because of: low salary, excessive teaching load, assignments beyond teaching duty, inadequate supervision, poor assignments for first-year teachers, discipline problems given to beginning teachers, pressure groups and control, poor mental hygiene which is intensified by teaching conditions, marriage, inadequate preparation or knowledge of subject, inability to handle classes, unfair teacher evaluation, inadequate facilities, poor faculty relationships, routine clerical duties, competition between school and industry for trained personnel, and poor school boards. Snow (1963) reported that another factor may be that teachers can see very little clear-cut proof of their effectiveness. They have little feedback in order to appraise their own work.

Wright and Elmer (1939) indicated that teachers would feel more secure professionally and socially and that their self-respect, morale, and professional interest would increase if salaries were higher. Also, members of the community would attribute greater prestige to teachers. However, Brookover and Gottlieb (1964) stated, "An easy conclusion is that higher salaries would solve the teacher-supply problem. But this is hardly an adequate explanation, when other factors are considered." Brookover and Gottlieb (1964) cited prior research comparing engineers and teachers which revealed that teachers are not as desirous of financial success as engineers but want financial security. While accepting financial rewards as a factor, they minimize its relevance, believing that the image of teachers expressed in the "teacher stereotype" is a much more important factor, and especially so when that image is held by primary groups. Browning (1963) reported two studies in Montgomery County, Maryland, in which 241 former teachers responded that excessive pressure and overload and dislike for administrative and supervisory practices were the major reasons for turnover. Salary was mentioned infrequently, and then only by men (4 out of 32). Steiner reported in a California survey of 17,000 persons who left teaching between 1950-1959, that: (1) marriage, maternity, and moving out of state accounted for

about 57% of those who resigned; (2) dissatisfaction on the job accounted for about 10%; and (3) inadequate salaries accounted for about 7%.

In summarizing his impression of the many studies conducted over the past several years, Gordon (1963) stated, "When one looks for research going beyond the collection and rough classification of quantifiable facts about current conditions, the picture is rather bleak." It appears that, despite the large number of studies, there are no clear conceptions of what is involved in conditions of employment or types of career change.* Generally, these studies do little more than replicate previous surveys of, as Gordon states ". . . opinions . . . panaceas . . . uncritical and highly biased description . . ." It was further stated (Gordon, 1963) that few studies are based on " . . . clearly stated hypotheses and strict definitions of conditions . . ."

2. Theoretical Background

The fields of psychology, sociology, and social psychology provide a common body of literature under the rubric of role analysis and reference group theories which, though not articulated into formal theories, are pertinent to this study, (Hyman, 1942; Merton, 1950; Gross, Mason, McEachern, 1958; Brookover et. al. 1966). These orientations emphasize approval of others in role decisions. From this perspective a teacher would be guided in his occupational decisions by the expectations and approval of others.

Reference groups are not necessarily membership groups. A membership group is one which requires a person to be a member or one in which a person is recognized by others as belonging. A reference group is one in which a person's attitudes and behavior are said to be influenced by a set of norms he assumes he shares with others, even though he may be perceived by the individuals of the reference group

* Recent U.S.O.E. surveys (Mason and Bain; Lundenfeld, 1960) and a few state studies of incidence which have recognized career change as different from mobility within career, are, unfortunately, not representative of most studies of conditions leading to turnover.

as being or not being a member. The group thus serves as a frame of reference. When a person's membership group is also his reference group, the group is assumed to have the greatest influence on his behavior. With a similar focus, Bredemeier and Toby (1960) present a view, drawn from George Herbert Mead (1934), that the individual adopts the group's standards of adequacy, worthiness, gratification, and security. In this way, the teacher comes to value the group and tries to attain its expectations; he senses certain role obligations.

Brookover and Gottlieb (1964), in discussing recruitment and choice of teaching as a career, suggest that several factors are classified into three categories: (1) self identifications (capacities, interests, plans, and personal values); (2) definitions of reality; and (3) reciprocal relations with significant persons (1964). The emphasis is upon interaction, ". . .practically all human behavior takes place in interaction between human beings or is influenced by such interaction" (1964). Brookover and Gottlieb (1964), -- in the tradition of W. I. Thomas, George Herbert Mead, and Alfred W. Whitehead -- contend that the influence of others is through the actors' perceptions of others' expectations of him (1964).

In discussing status and role and reciprocal role relationships of teachers and students, Brookover, Erickson and Joiner (1966) believe that to understand adequately a teacher in a teacher-student relationship, or a teacher-administrator relationship, one must also take into account other relationships which impinge on the teacher. They contend that the obligations a teacher has to family and friends often provide the most important norms. For a teacher to violate what he perceives to be his spouse's expectations concerning career is also to jeopardize many other role relationships with spouse, i.e., husband, companion, etc. relationships. In accord with this view a proposition of this study is that a teacher's perceptions of the career expectations held for him by his family and friends, and not necessarily the friends' and family's actual expectations, are the major factors in the teacher's decision to leave or remain in teaching.

C. OBJECTIVES

The general purpose of the pilot study reported here was to establish whether there is an empirical basis for hypoth-

eses derived from the reference group and role analysis theories which stress the relevance of family and friendship expectations in career decision. As previously stated, it is commonly believed that teachers leave teaching for other occupations because of low salary, dissatisfaction with administrators, excessive teaching load, extra work beyond teaching duty, and similar reasons. It was generally hypothesized in this study, however, that two major factors in teachers' decisions to leave education as a career or move to another school district are the teachers' perceptions of the career expectations held for them by family and friends.

1. Major Research Hypotheses

In order to make an inferential test of the above general hypotheses, the following two hypotheses were derived:

H_1: Teachers' perceptions of the career expectations held for them by their best friend and by their spouse (or family), concerning whether they should or should not leave education as a career field, are associated with whether they, the teachers, leave or stay in education as a career.

H_2: Teachers' perceptions of the career expectations held for them by their best friend and by their spouse (or family) concerning whether they should stay in their current educational setting or move to another school system, are associated with whether or not they, the teachers, move to another school system.

A third hypotheses, made when this study was originally proposed, could not be tested because of the lack of subjects in certain categories. This is discussed in more detail in Section III, Methods. This hypotheses stated that spouse was likely to be more influential than best friend in the teacher's career decisions.

2. Exploratory Questions: Potential Alternative Hypotheses

The availability of school records data, the cooperation of our respondents, and the research interests of the school system investigated made it possible to gather information concerning the following questions:

a. Are the following background conditions of teachers associated with whether they stay in the present school system, drop out of education as a career, or move to another school system?

(1) Total number of years in teaching
(2) Total number of schools taught in
(3) Father's educational attainment level
(4) Mother's educational attainment level
(5) Father's socio-economic status
(6) Best friend's socio-economic status

b. Are the following types of role satisfaction associated with whether teachers stay in their present school system, drop out of education as a career, or move to another school system?

(1) Satisfaction with job requirements of teaching role
(2) Satisfaction with teacher's role as a career
(3) Satisfaction with others in teacher role setting

c. Are the following categories of occupational aspirations and occupational plans and desires for mobility within education associated with whether teachers stay in their present school system, drop out of education as a career, or move to another school system?

(1) Occupational aspiration level
(2) Occupational plans level
(3) Mobility orientation within education

d. Are teachers' perceptions of their students and their students' parents important factors in the teacher's career decisions? In particular do teachers who stay, move or quit education as a career, differ in their perceptions of their students as:

(1) interested in academic achievements
(2) creating discipline problems
(3) having intellectual capacity for their class
(4) previously adequately prepared
(5) going on to college
(6) likely to drop out of high school
(7) one or more years behind in reading

e. Do teachers who stay, move or quit education as a career differ in terms of the proportion of the parents of students in their classes they view as being:

(1) concerned about their children's performance in school
(2) cooperative with the school
(3) extremely critical of school
(4) unconcerned if child drops out of school at age 16

III METHOD

A. POPULATION

The general population for whom data was collected for this pilot study included the first and second year, male, secondary teachers in a large midwest metropolitan city who were present in the school system in the spring of the school year, 1966-67 (N=286). Of this population of 286 male teachers, a total of 150 teachers responded to two questionnaires, one in the spring, 1967, and one in the fall, 1967. Number of respondents subject to analysis varied between 139 and 141, due to incomplete data on all variables. Among these respondents, 16 left education as a career, and 19 moved to other school systems during the fall of 1967. Data from the spring questionnaire were used to predict career change and mobility in the fall, 1967. It may be important to note that if we had used the population of first and second year male teachers who were present the previous fall the total number would have been 337. In other words, approximately 50 teachers left education or moved to new locations during the school year before we could submit questionnaires. Perhaps there is a difference between those who move during the year and those who moved after May of the school year. We have no reason on the basis of prior research to assume that they are, but it does limit the power of our generalizations. In any event, the teachers present in the spring who stayed or dropped out of education by the next fall were sufficient in number to test our basic hypotheses.

By restricting this pilot study to male, first and second year teachers, it was possible to control out the confounding problems of teacher dropout due to marriage and pregnancy and the effects of length of teaching experience. While this restriction of population also restricts the generalities which can be made from our findings, a greater precision has resulted which may provide a sounder basis for further research.

B. DATA COLLECTION PROCEDURES

In the spring of 1967, the population was sent a letter

(see Appendix A) through the school mails which explained: (1) the need for the subject's cooperation, (2) the nature of the school system's permission and the investigators' independence from the school system, and (3) that a questionnaire would be forthcoming to them in the mail. One week later the entire population was sent the mail questionnaire and an accompanying letter (also by the school mail) which included the major instruments (see Appendix B). The population which returned their questionnaires was then sent, in the late fall another letter through the U. S. Mails, (see Appendix C), this time requesting that they return a pre-addressed postcard indicating whether they were (1) still employed in the _____ School System, (2) employed in another school system, or (3) not employed in any school system. Data on individuals who did not return second questionnaires were obtained through school personnel records data. Data were obtained for 150 teachers, approximately 50 percent of the population.

C. MAJOR VARIABLES AND INSTRUMENTATIONS

1. Independent Variables: Career Expectations Held By Spouse and Friend

Two types of career expectations perceived by the teacher to be held for him by his spouse and best friend were assessed.

a. Career expectations relevant to whether the teacher should stay in education or enter into another occupational field (CEx), were assessed by asking the teachers to respond to the following questions.

(1) CExF.
Would your friend say that you ought to leave education for another career?

Friend
1___Definitely not
2___Probably not
3___Not sure
4___Probably yes
5___Definitely yes

(2) CExS
Would your spouse or family say that you ought to leave education for another career?

Spouse or Family
1___Definitely not
2___Probably not
3___Not sure
4___Probably yes
5___Definitely yes

b. Career expectations relevant to whether the teacher should be physically mobile within education (MEx) (i.e. should or should not change site of occupation) were assessed for spouse and friend by asking the teacher to respond to the following questions:

(1) MExF
Would your friend say that you ought to transfer to another school system?

Friend
1___Definitely not
2___Probably not
3___Not sure
4___Probably yes
5___Definitely yes

(2) MExS
Would your spouse or family say that you ought to transfer to another school system?

Spouse or Family
1___Definitely not
2___Probably not
3___Not sure
4___Probably yes
5___Definitely yes

The validity of the above instruments were assessed by first administering the items along with several other items designed to assess the same construct to a group of teachers (N=36) in a city about 200 miles from the population on whom the hypotheses were to be tested. Each teacher was then interviewed as to his perceptions of friends' and spouses' career expectations for him. It was also explained to the teachers the type of data we wanted from them and our purpose to use the best items in another study. Of the original ten items all of the teachers agreed that the items above would elicit the information desired if the respondents choose to give valid answers. We then took these items to another 30 teachers in another city removed by 50 miles from the first pretest city. These teachers responded to the questionnaire items and in interview confirmed (100 percent) that the above items were appropriate to our intent.

2. Dependent Variables

a. Career Change Status

Career change status is a dichotomous variable which refers

to whether or not the teacher changes career fields to an occupation outside of education. The primary objective of this study, which was to predict in advance those who would leave education for another occupational career, created several methodological problems. For one, when a teacher has left he is often difficult to trace. Secondly, when a teacher resigns he may or may not validly indicate what he will be doing the following school year. For this study it was decided to follow up the spring questionnaires with another letter and pre-addressed postcard asking the subjects to indicate whether they were still working for the same school system, working in another school system, or working at another job. When this information could not be obtained directly from the teachers it was obtained from school records and other school personnel who claimed to know what had happened to the teacher.

b. Movement Within Education

Movement within education is a dichomotous variable whether the teacher transfers to another public or private school system or stays in the same school system of current employment. Teachers who returned to college to obtain advanced degrees without a leave of absence were considered as mobile. If they took a leave of absence they were not considered as mobile for this study. The absence or presence of mobility, i.e., whether the teacher changed school systems, was determined either through the teachers' responses to a questionnaire asking them to indicate current work status (see Section B, this Chapter) or through data obtained by the school system at the time of the teachers' formal resignation.

3. Other Variables

a. Role Satisfaction (see Appendix C)

Three major facets of role satisfaction were assessed in this study. While the terminology has been somewhat altered, these factors of teachers' role satisfaction refer to what Gross and Herriott (1965) and Herriott and St. John (1966) termed "Job Satisfaction", "Career Satisfaction", and "Teacher Morale". The items which make up the instruments used in this assessment were first developed by and used by Neal Gross and his associates in the National Principal Study (Gross and Herriott 1965).

(1) Satisfaction with job requirements of teaching role

(2) Satisfaction with teachers' role as a career
(3) Satisfaction with others in teacher role setting

b. Background Conditions (see Appendix C)

The following six aspects of teachers' backgrounds were assessed in this study.

(1) Total number of years in teaching
(2) Total number of schools taught in
(3) Father's educational attainment level
(4) Mother's educational attainment level
(5) Father's socio-economic status (major occupation*)
(6) Best friend's socio-economic status (occupational status*)

c. Occupational Orientation (see Appendix C)

The following three categories of teachers' occupational orientation were assessed.

(1) Occupational aspiration level*
(2) Occupational plans*
(3) Mobility orientation within education

d. Teachers' Perceptions of Students (see Appendix C)

The following seven aspects of teachers' perceptions of their students were assessed by asking the teachers to indicate the proportion of students in their classes who:

(1) are interested in academic achievement
(2) are creating discipline problems
(3) do not have the intellectual capacity to do the work in their classes
(4) were adequately prepared to do the grade level work expected of them when they entered class
(5) will probably go on to a four year college
(6) will probably drop out of school before graduation
(7) are one or more years behind their grade level in reading ability.

e. Teachers' Perceptions of Students' Parents (see Appendix C)

*Coded according to Duncan's SES Scale (Reiss, 1961)

The following four aspects of teachers' perceptions of parents of children in their classes who:

(1) are interested in the performance of their children
(2) cooperate with the school when this help is requested
(3) are extremely critical of the school
(4) do not care whether their children drop out of school as soon as they are 16 years old

D. ANALYSIS

1. Major Hypotheses

In order to test the hypotheses that CExF and CExS obtained in the spring of 1967, were associated with teachers' decisions to leave education or enter another occupational field in the fall of 1967, the following analyses have been made.

In the spring of 1967, teachers were grouped into categories on the basis of their responses (see Section C above) as to whether their best friend and spouse desired, were neutral, or did not want them to leave education. As indicated in Table 1, where both friend and spouse desired, change in career field, the greatest proportion of teacher dropouts was hypothesized to occur. Where both friend and spouse desired that the teacher should stay in education as a career, the smallest proportion of teacher dropouts was hypothesized to occur. Furthermore, as indicated in Table 1, it was originally hypothesized that teacher dropout was more likely to be associated with the career expectations of spouse than of best friend. However, because of too few subjects in several categories it was impossible to test which other, spouse or friend, was likely to be most influential.

The availability of the "L" test (Page, 1963), an analysis of variance, non-parametric test, made it possible to determine whether the predicted ranks as indicated in Table 1 conformed with the actual ranking of teachers in terms of proportions in each category who drop out of education.

In a comparison of the power of the omnibus "F" test and the "L" test, the "L" test was shown to be more powerful when a hypothesis is made predicting order or rank (Boersma, et. al.1964).

H_R1: $P_1 > P_2 \leq P_3$
Statistic: "L" test (Page, 1963)

TABLE 1

PREDICTED RANK IN THE SPRING OF 1967 OF PROPORTIONS OF TEACHERS WHO WILL LEAVE EDUCATION AS A CAREER IN THE FALL OF 1967, GROUPED ON THE BASIS OF PERCEIVED EXPECTATIONS OF SPOUSE AND BEST FRIEND

Teacher Category (Grouped Spring '67)		N	Friend Expects Career Change	Spouse (or Family) Expects Career Change	Predicted Rank of Dropout Rate (Fall '67)
(1)	1	21	Yes	Yes	1
	2	6	Neutral	Yes	2
	3	5	Yes	Neutral	4
(2)	4	9	Neutral	Neutral	5
	5	1	No	Yes	3
	6	18	Yes	No	7
(3)	7	4	No	Neutral	6
	8	14	Neutral	No	8
	9	52	No	No	9
Total		130			

The categories were collapsed as indicated by the dotted lines and ranked accordingly because there were too few cases in the original groups.

H_{R1}: $P_1 > P_2 > P_3$ "L" test (Page, 1963) $\alpha = .05$

As indicated in Table 2, where both friend and spouse desired that the teacher should move to another school district, the largest proportion of teachers who would so move was hypothesized to occur. Similar to the hypothesized rankings in Table 1, Table 2, indicates that when this study was proposed, wife was assumed to be most influential. Unfortunately, the lack of sufficient cases in each cell prevented a determination of which other was most relevant.

TABLE 2

PREDICTED RANK IN THE SPRING OF 1967 OF PROPORTIONS OF TEACHERS WHO WILL MOVE TO OTHER SCHOOLS IN THE FALL OF 1967, GROUPED ON THE BASIS OF PERCEIVED EXPECTATIONS OF SPOUSE AND BEST FRIEND

Teacher Category (Grouped Spring '67)		N	Friend Expects Site Change	Spouse (or Family) Expects Site Change	Predicted Rank of Site Change Rate (Fall, '67)
(1)	1	41	Yes	Yes	1
	2	9	Neutral	Yes	2
	3	6	Yes	Neutral	4
(2)	4	2	Neutral	Neutral	5
	5	6	No	Yes	3
	6	11	Yes	No	7
	7	14	Neutral	No	8
	8	1	No	Neutral	6
	9	39	No	No	9
Total		129			

The categories were collapsed as indicated by the dotted line and ranked accordingly because there were too few cases in the original groups.

H_{R2}: $P_1 > P_2$ Chi Square $\alpha = .05$

2. Exploratory Questions: Alternate Hypotheses

Two forms of analysis were performed with reference to alternate hypotheses. It should be noted that these hypotheses were not made prior to the collection of data. Hence, their test is of limited value. The availability of a great deal of information on the respondents, however, made it possible to assess the potential utility of alternate variables as indicators of teachers' career acts.

The first form of analysis involved grouping the teachers in the fall, 1967, on the basis of whether they moved to other school systems, left education, or remained in their school systems. These groups of teachers were then compared in terms of means and variances for each major exploratory variable. The particular type of test employed is indicated where appropriate in Section IV, Findings. Where variables had differences in variances and means associated with teacher groupings, further analysis following the model of the tests for the major hypotheses were employed. This allowed for decisions concerning the potential utility -- further hypotheses -- of such variables as predictors of teachers' career acts. Chi square techniques were employed here.

IV FINDINGS AND ANALYSIS

A. MAJOR HYPOTHESIS

As developed in Section II, Objectives, the major purpose of this pilot study was to determine if teachers' relationships with friends and spouses are important conditions affecting the career decisions of teachers. Findings relevant to such an assertion are presented for the following derived hypotheses:

1. General Hypothesis One

A teacher's perceptions of the career expectations held for him by his best friend and by his wife (or family), concerning whether he should or should not leave education as a career field, are associated with whether he, the teacher, leaves or stays in education as a career.

a. Research Hypothesis One

(1) The largest proportion of teachers to leave education as a career will occur among teachers who indicate that both wife and best friend desire that they leave education, or that either wife or friend desire that the teacher leave education while the other is neutral.

(2) The second largest proportion of teachers to leave education as a career will occur among teachers who indicate that wife and best friend are not in agreement as to whether the teacher should remain in education as a career or that both spouse and best friend are neutral.

(3) The smallest proportion of teachers to leave education will occur among teachers who indicate that both spouse and best friend desire that the teacher remain in education as a career, or that either the wife or friend desire that the teacher remain in education while the other is neutral.

H_{R1}: $P_{gp1} > P_{gp2} > P_{gp3}$

However, because of small numbers in several of the categories listed in Table 4, categories had to be grouped as indicated, in order to have sufficient respondents in cells; L test; random assignment to 4 subsamples. Visual inspection of findings also indicates extent of agreement with hypothesis.

b. Findings: Hypothesis One (Table 3)

(1) Of the 32 teachers who had indicated in the previous spring that their spouse and best friend desired that they leave education, or that one was neutral and the other desired that they leave education, 11 (34%) left education as a career in the following fall. These 11 teachers constituted 69% of the total to leave education as a career in the fall, 1967 (11 of 16).

(2) Of the 28 teachers who had indicated in the previous spring that their spouse and best friend were not in agreement as to whether they should remain in education as a career, or that both spouse and best friend were neutral, only 2 (7%) left education as a career the following fall.

(3) Of the 70 teachers who had indicated in the previous spring that their spouse and best friend did not desire that they leave education as a career, or that one desired that he should stay in education while the other was neutral, only 2 (3%) left education as a career the following fall.

(4) Among the 20 teachers who did not respond to the item, one left teaching as a career.

(5) Random assignment of population into 4 subsamples and computation of the L test resulted in a finding that the above ordering was statistically significant ($p > .05$). Findings stated above are also in accord with Hypothesis Two. Therefore, H_{R2} was accepted.

TABLE 3

CAREER EXPECTATIONS RELEVANT TO WHETHER THE TEACHER SHOULD STAY IN EDUCATION OR ENTER INTO ANOTHER OCCUPATIONAL FIELD IN ASSOCIATION WITH WHETHER OR NOT TEACHERS LEFT EDUCATION AS A CAREER FIELD

Desired That Teacher Quit Education As A Career, Spring, 1967			Number of Teachers Who Dropped Out Fall, 1967
Gp Friends	Spouse	Total Number	
(1) Yes	Yes	21	8
Neutral	Yes	6	2
Yes	Neutral	5	1
(2) Neutral	Neutral	9	1
No	Yes	1	
Yes	No	18	1
(3) Neutral	No	14	1
No	Neutral	4	
No	No	52	1
Totals		130*	15

*20 of the 150 respondents did not respond to these items, one of whom dropped out of education.

Categories collapsed as indicated by dotted lines and ranked accordingly because there were too few cases in some of original categories.

2. General Hypothesis Two

A teacher's perceptions of the career expectations held for him by his best friend and by his wife (or family) concerning whether he should stay in his current educational setting or move to another school system, are associated with whether or not he, the teacher, moved to another school system.

a. Research Hypothesis Two

As indicated in Table 4 and Section III, Methodology, a lack of respondents in many of the categories who moved (only 2 out of 18) necessitated combining these categories. Hence, the hypothesis tested was that a larger proportion of teachers in category "1" would move than would teachers in all other categories.

(1) The largest proportion of teachers to move to another school system in the fall will occur among teachers who indicate that both spouse and best friend desire that they move to another school system, or that either the wife or friend desire that he, the teacher, move while the other is neutral.

(2) The smallest proportion of teachers to move to another school system in the fall will occur among teachers grouped on the basis of whether they indicate that wife and best friend are not in agreement as to whether the teacher should move to another school system; that both wife and best friend are neutral; that either wife or friend desire that the teacher remain in the school system while the other is neutral; or that both wife and friend desire that the teacher remain in the school system.

H_{R2}: $P_{gp1} > P_{gp2}$

Statistic: Chi Square

Alpha level: α .05

b. Findings: Hypothesis Two (Table 4)

(1) Among the 56 teachers who indicated in the previous spring that both best friend and wife desired that the teacher move to another school system, or that one desired that the teacher change while the other was neutral, 17 (30%) moved the following fall to another school system. Only 1 (2%) out of the other 88 teachers moved to another system which included all other teachers grouped on the basis of perceptions of conflicting expectations, neutrality, or a desire by both spouse and best friend that they should remain in their current school settings. Of all those teachers who moved to other school systems in the fall of 1967, among the population responding, 17 out of 18 (95%) indicated the previous spring that both their wife and best friend desired that they, the teachers, move to another school system or from the group of 73 -- which included all other teachers grouped on the basis of conflicting desires by wife and best friend, desires by both that he change systems, desire by one and a neutral attitude by the other, or a neutral attitude by both -- one (1%) moved to another school system.

(2) Chi square analysis statistically confirmed the above stated association.

(H_{R2}: $P_1 > P_2$; $X^2 = 22.19$; $p < .05$)

B. EXPLORATORY QUESTIONS: POTENTIAL ALTERNATIVE HYPOTHESES

Are there other differences among teachers in the spring which are predictive of whether they stay in their educational systems, move to another educational system, or leave education as a career? While no hypotheses were made prior to the collection of data, such alternative hypotheses are commonly found in the literature; differences and similarities on the following findings provide support or counter evidence as to the appropriateness of other hypotheses concerning the impact of certain social background factors, problems faced in the classroom, attitudes toward parents, and role satisfaction.

TABLE 4

CAREER EXPECTATIONS RELEVANT TO WHETHER THE TEACHER SHOULD BE PHYSICALLY MOBILE WITHIN EDUCATION IN ASSOCIATION WITH WHETHER OR NOT TEACHERS CHANGED SITE OF EDUCATIONAL OCCUPATION

Desired That Teacher Change School District, Spring, 1967			Number of Teachers Who Moved To Another School District, Fall, 1967
Gp. Friends	Spouse	Total Number	
(1) Yes	Yes	41	16
(2) Neutral	Yes	9	
Yes	Neutral	6	1
Neutral	Neutral	2	
No	Yes	6	
Yes	No	11	
Neutral	No	14	
No	Neutral	1	
No	No	39	1
Total		129*	18

*21 of 150 respondents did not respond to these items, one of whom moved to another district.

Categories collapsed as indicated by dotted line and chi square test employed.

H_{R2}: $P_{gp1} > P_{gp2}$

Hypothesis H_{R2} accepted.

1. Years In Teaching, Prior Mobility Between Schools, and Socio-Economic Background Data

a. Findings do not support hypotheses of difference in total years taught in between teachers who stayed, moved, or left education as a career. (Table 5)

b. Findings do not support hypotheses of difference in the socio-economic status levels of best friend or mother's educational attainment level between teachers who stayed, moved or left education as a career. (Table 5)

c. Findings reported in Table 5, are in the direction of hypotheses which would state that the fathers of teachers who left education as a career would have higher educational attainment levels and socio-economic status than fahters of teachers who moved to another school system, which in turn would be higher than teachers who stayed in their school system.

d. Further analysis to determine the predictability of career acts of teachers on the basis of the socio-economic status levels of teachers' fathers, as shown in Table 6, however, casts doubt on the utility of SES of family as a useful predictor variable of who is likely to leave or remain in education as a career or who will move to other school systems. (See Table 6 and Statistical Analysis)

TABLE 5

BACKGROUND CHARACTERISTICS: YEARS IN TEACHING, PRIOR MOBILITY BETWEEN SCHOOLS, AND SOCIO-ECONOMIC STATUS OF FAMILY OF ORIGIN AND BEST FRIEND.

	Teachers Who Remained In Their School Systems N = 116		Teachers Who Left Teaching For Another Career N = 16		Teachers Who Moved To Another School System N = 19	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Total Years Taught	2.59	1.67	2.71	2.09	2.78	1.72
Number of Schools Taught In	2.17	1.27	2.00	1.62	2.00	1.04
Father's Ed. Attainment Level[1]	4.06	1.75	5.00	1.75	4.57	1.50
Mother's Ed. Attainment Level[1]	4.68	1.56	4.86	1.23	4.71	1.14
Father's Socio-Economic Status[2]	31.72	21.87	47.93	30.33	37.71	22.09
Best Friend's Socio-Economic Status[2]	64.91	20.06	65.29	21.77	61.14	25.12

[1]4 = some high, technical or business school

5 = graduated from high, technical or business school
See Appendix C for complete scale

[2]Socio-Economic Status based on occupation and coded according to Duncan's SES Scale. See Section III, Methodology.

TABLE 6

PREDICTION OF TEACHER DROPOUT AND MOBILITY ON THE BASIS OF SOCIO-ECONOMIC STATUS OF FAMILY OF ORIGIN (FATHER'S MAJOR OCCUPATION)

Socio-Economic Status of Father of Teacher* Spring, 1967	Number of Teachers Who Moved* Fall 1966	Number of Teachers Who Left Education For Another Career Fall, 1967
High N = 62	A_1 11	A_2 9
Low N = 65	B_1 8	B_2 7

*Teachers were grouped on the basis of above or below mean.

High or low SES of father was not significantly associated at .05 level (chi square) with proportions of teachers who left education as a career or moved to other systems.

H: $A_1 > B_1$, $X^2 = 0.72$, $p > .05$, NS

H: $A_2 > B_2$, $X^2 = 0.21$, $p > .05$, NS

2. Teachers' Perceptions of the Proportion of Students in Their Classes Who:

(1) are interested in academic achievement.
(2) were adequately prepared when entering class.
(3) will go on to college.
(4) will drop out of high school.
(5) create discipline problems.
(6) do not have intellectual capacity for class.
(7) are 1 or more years behind in reading.

a. Findings would have supported hypotheses, if made prior to the collection of data, that teachers who moved to another system or left education as a career perceived a smaller proportion of their students as creating discipline problems, as limited in intellectual capacity, and as behind in reading skills, than did teachers who remained in the system. (Table 7)

b. The data in Table 7, also would be supported if hypotheses had been made prior to collection of data and tested in this study, that teachers who left education as a career or moved to another district perceive a larger proportion of their students as being interested in academic achievements, entered their classes adequately prepared, will go on to college and will not drop out of high school than did teachers who stayed in the system.

In summary, and restated, the findings do support competing hypotheses that teachers who leave their positions perceive less academic skill, interest or potential on the part of their students or more discipline problems than do teachers who stay in their positions. On the contrary, findings are in the direction of an hypothesis that teachers who move to another system or leave education as a career have more optimistic perceptions of their pupils than do teachers who continue in their teaching positions.

TABLE 7

MEANS OF TEACHER ESTIMATES OF PROPORTIONS OF THEIR STUDENTS EXHIBITING SELECTED ACADEMIC CHARACTERISTICS.* A COMPARISON OF: (1) TEACHERS WHO REMAINED IN THEIR SCHOOL SYSTEM: (2) TEACHERS WHO LEFT TEACHING FOR ANOTHER CAREER; and (3) TEACHERS WHO MOVED TO ANOTHER SCHOOL SYSTEM.

	Teachers Who Remained In Their School Systems N = 116		Teachers Who Left Teaching For Another Career N = 16		Teachers Who Moved To Another School System N = 19	
Proportion of Class	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
(1) interested in academic achievements	3.70	2.37	4.86	2.35	4.71	2.81
(2) previously adequately prepared	3.78	3.07	4.86	3.01	4.29	2.79
(3) will go to college	1.58	1.88	2.29	2.61	1.93	2.13
(4) will drop out of high school	2.14	1.92	2.36	2.02	2.14	1.66
(5) creating discipline problems	1.99	2.23	1.64	2.56	1.64	1.65
(6) do not have intell. capacity for your class	2.90	2.65	2.43	2.28	2.36	2.10
(7) are 1 or more years behind in reading	5.23	2.76	4.93	3.38	5.14	1.96

*Teachers were asked to estimate to the nearest 10 percentile the proportion of students in their classes who would be characterized as above. These percentiles were averaged.

3. Teachers' Perceptions of the Proportions of Their Students' Parents Who Are:

(1) interested in their children's school performance.

(2) cooperative with the school when help is requested.

(3) extremely critical of the school.

(4) unconcerned if their child drops out at age 16.

a. Data reported in Table 8, suggests that there is little difference between the perceptions of students' parents on the part of teachers who stay in their positions, move to another system or leave education as a career. What tendency there is, is that those who leave their positions indicate parents as being more interested and cooperative while being more critical of the school than did teachers who stayed in their positions.

b. In terms of perceived parental attitudes toward their children dropping out of school at age 16, there seems to be no discernible or meaningful difference between teachers who stay or leave their positions. (Table 8)

TABLE 8

MEANS OF TEACHER ESTIMATES OF PROPORTIONS OF THEIR STUDENTS' PARENTS' ATTITUDES TOWARD THEIR CHILDREN'S SCHOOL PERFORMANCE AND THE SCHOOL.* A COMPARISON OF: (1) TEACHERS WHO REMAINED IN THEIR SCHOOL SYSTEM; (2) TEACHERS WHO LEFT TEACHING FOR ANOTHER CAREER; AND (3) TEACHERS WHO MOVED TO ANOTHER SCHOOL SYSTEM.

	Teachers Who Remained In Their School Systems N = 116		Teachers Who Left Teaching For Another Career N = 16		Teachers Who Moved To Another School System N = 19	
Proportion of Parents	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
(1) their parents are interested in student's performance	4.51	2.64	4.64	2.53	4.71	2.84
(2) parents cooperate with school	4.57	2.85	4.64	2.79	5.71	2.46
(3) parents extremely critical of school	1.39	1.45	2.29	2.43	2.29	2.23
(4) parents not concerned if child drops out	1.72	1.76	1.93	2.09	1.50	1.34

*Teachers were asked to estimate to the nearest 10 percentile the proportion of parents of students who would be characterized in above. These percentiles were averaged.

4. Satisfaction With Job Requirements of Teaching Role, Satisfaction With Role of Teaching as a Career, and Satisfaction With Others in Role Setting, i.e. Other Teachers, Principals

a. The findings reported in Table 9, provide no support for hypotheses that teachers who stay in their positions, move to other school systems, or quit education as a career, differ in terms of satisfaction with job requirements of teaching, or in terms of satisfaction with career as a teacher.

b. The findings reported in Table 9, would seem to have supported an hypothesis, had it been made prior to the collection of data, that satisfaction with administrators, other teachers and other persons in the school setting is associated with whether one stays in the position, moves to another school system, or leaves education.

c. As indicated in Table 10, further analysis to determine the predictability of career acts on the basis of teachers' satisfactions with others in school setting, casts doubt on the utility of such relationships, as measured in this study, as indicators of who will leave education as a career or who will move to another school system.

TABLE 9

SATISFACTION WITH JOB REQUIREMENTS OF TEACHING ROLE, SATISFACTION WITH TEACHING ROLE AS A CAREER, AND TEACHER SATISFACTION WITH OTHERS IN ROLE SETTING. A COMPARISON OF: (1) TEACHERS WHO REMAINED IN THEIR SCHOOL SYSTEM: (2) TEACHERS WHO MOVED TO ANOTHER SCHOOL SYSTEM; AND (3) TEACHERS WHO LEFT TEACHING FOR ANOTHER CAREER.

	Teachers Who Remained In Their School System N = 116		Teachers Who Moved To Another School System N = 19		Teachers Who Left Teaching For Another Career N = 16	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Job Satisfaction	63.97	12.19	63.36	14.36	64.36	9.94
Career Satisfaction	42.1	11.88	40.79	9.34	42.65	10.24
Satisfaction With Others (other teachers, administrators)*	44.73	14.12	40.95	12.51	38.65	14.86

*H_R: X_1 X_2 X_3, "L" test, P .05

Three random groups of total number

TABLE 10

PREDICTION OF TEACHER DROPOUT AND MOBILITY ON THE BASIS OF SATISFACTION WITH OTHERS IN SCHOOL SETTING

Satisfaction With Others In Role Setting* Spring, 1967	Number of Teachers Who Moved* Fall 1967	Number of Teachers Who Left Education For Another Career Fall, 1967
High N = 64	A_1 8	A_2 6
Low N = 62	B_1 11	B_2 10

*Teachers were grouped on the basis of above or below mean.

High or low satisfaction was not positively associated with proportions who left education as a career or moved to other systems. No tests employed as proportions were inverse to direction of hypotheses: A B.

5. Occupational Aspiration Levels, Occupational Plan Levels and Mobility Orientations

a. The data reported in Table 11, do not indicate any discernible differences in the occupational aspirations levels or occupational plan levels, in terms of social prestige of occupations, for teachers who quit education as a career or stayed in their school systems.

b. The data reported in Table 11, do not indicate that teachers who move to other school systems differ from teachers who stay in their school systems in terms of orientation to achieve higher status positions in education.

c. The only direction of difference in data is between teachers who move to another school system and teachers who quit education and/or stay in their school settings. The data are so weak in this regard as to not warrant any speculation.

In summary, there seems to be no grounds, even from a post-fact treatment of the data, for supporting competing hypotheses that occupational aspiration levels or occupational plan levels in terms of social prestige are important variables in teachers' career decisions. Furthermore, teachers who changed school systems did not indicate plans to achieve higher status positions within education.

C. SUMMARY OF FINDINGS

1. Male teacher dropout in the fall, 1967, was positively associated with teacher indications in the previous spring (1967) that their wives and best friends with whom they frequently interacted desired that they leave education as a career.

2. Male teacher mobility to other school systems in the fall, 1967, was positively associated with teacher indications in the previous spring (1967) that their wives and best friends with whom they frequently interacted desired that they move to other school systems.

TABLE 11

OCCUPATIONAL ASPIRATIONS, OCCUPATIONAL PLANS, AND MOBILITY ORIENTATION WITHIN EDUCATION. A COMPARISON OF: (1) TEACHERS WHO REMAINED IN THEIR SCHOOL SYSTEM; (2) TEACHERS WHO LEFT TEACHING FOR ANOTHER CAREER; AND (3) TEACHERS WHO MOVED TO ANOTHER SCHOOL SYSTEM.

	Teachers Who Remained In Their School Systems N = 116		Teachers Who Left Teaching For Another Career N = 16		Teachers Who Moved To Another School System N = 19	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Occupational Aspiration Level*	73.35	10.30	72.78	12.34	65.50	27.38
Occupational Plans*	72.33	10.45	72.00	10.76	68.86	17.17
Mobility Orientation Within Education	24.97	5.67	25.14	4.13	22.78	3.64

*Coded according to Duncan's SES Scale, see Section III, Methodology.

3. No substantive support was found for the following background factors as being useful predictors of which male first and second year teachers will leave education as a career, which teachers will move to other school systems, or which teachers will remain in their present school systems:

(a) total of years taught
(b) number of schools taught in
(c) parents' educational levels
(d) socio-economic status level of father in terms of social prestige
(e) best friend's SES level
(f) teacher perceptions of their students' academic skills
(g) teacher perceptions of their students' parents' cooperativeness and concern for their children
(h) teacher satisfaction with job requirements of teaching
(i) teacher satisfaction with career of teaching
(j) teacher satisfaction with others in school setting
(k) teacher occupational aspirations and plans in terms of general social prestige levels
(l) teacher desires and plans to move to higher status positions within education

V CONCLUSIONS AND RECOMMENDATIONS

A. MAJOR CONCLUSIONS

The testing and acceptance of derived research hypothses has provided substantial inferential and empirical support for the general hypotheses of this study. It was demonstrated that it is possible to predict beyond chance, from teachers' reference group data obtained in the spring, which male secondary teachers would leave education the following fall for other careers, and which teachers would stay in their school systems.

The two major variables upon which these successful predictions were made were the teachers" indications in the spring of their perceptions of whether their best friend and spouse desired that they should stay in their current school system, move to another school system, or change careers.

It is interesting to note that no support was found for the view that teachers changed school systems or left education because of student discipline problems, negative attitudes toward students' parents, greater perceptions of student academic deficiencies or differences in socio-economic background. Neither were teacher indications of satisfaction with the job requirements of teaching, the general prestige and rewards accorded the career of teaching by the general community, or general satisfaction levels with others in role setting, different among teachers who left education, moved to new educational systems or stayed in their current educational systems. Not even the teachers' occupational aspirations and plans in terms of social prestige levels were significantly different for teachers who changed school systems, left education, or stayed in their current positions.

The importance of these findings are that one's relationships with reference group others, in terms of the individual's perceptions of the career expectations held for him by those others, are important conditions affecting his career decisions. While the evidence obtained in this pilot study is of limited value for making broad

generalizations, certainly there has been demonstrated that further research is warranted, emphasizing social-psychological and sociological perspectives concerning the importance of reference groups in career decisions.

B. RESEARCH RECOMMENDATIONS

A state of tentativeness must of necessity be placed on the conclusions of this study. Because it was limited in scope to include only those male secondary teachers in one city who were first and second year teachers in the system, the generalization of findings to other teachers should only be considered as hypotheses in need of further verification.

A chief weakness of this study lies in the fact that it does not show whether the spouse's or best friend's attitude concerning the teachers career is determined by the teacher's attitude. It may be that the teacher's indication of the wives' or best friend's attitude merely reflects the teacher's attitude. Further research should examine this possibility.

There are also serious methodological limitations concerning the precision of the data as descriptive of the population of the school system studied. Obviously, only those teachers who volunteered the rather personal kinds of information on which this research was based were studied. Perhaps those teachers who did not choose to participate would be guided in their career decisions by different conditions than the expectations of others. The investigators of this study think not. However, until further research is conducted alternate hypotheses are tenable.

There are also limitations imposed on this study by the nature of the instruments used. Only modest attempts at assessing the reliabilities and validities of the major instruments were employed. The instrumental devices for obtaining data on the background factors and other sociological and social-psychological conditions were not evaluated in terms of reliability and validity. Perhaps if further methodological work were to be conducted on the instruments, findings of

difference and association would wash out or findings of no difference or no associations would be disputed.

One important fact is apparent in this study, however. That is, it was possible to predict actual behavioral career acts well in advance, using the major instruments. This study has not been a cross-sectional survey as far as the major hypotheses were concerned. The success of the major instruments, as crude as they are, in predicting well in advance with the aid of theory, the career decisions of teachers represents two important types of instrument validity -- construct validity and predictive validity.

C. IMPORTANCE TO SOCIAL SCIENCE

This research forms a link in a long theoretical chain. On one hand this chain may be seen as one which binds the individual to his social and occupational positions, on the other it can be seen as the nexus between personality based behavior and the larger social structure in which it functions. The link is the reference group, which has been shown in other research, to be a strong determinant of behavior in industrial occupations, informal groups, family systems, political behavior and other areas. This research indicates that the reference group also has an effect upon very important occupational behaviors of teachers. Reference group theory indicates its relevance to teacher behavior, these findings in turn assist in the validation of reference group theory.

For social science in general, these data and data of this sort, help specify the ways in which reference group expectations affect individual behaviors which have broad social consequences. In addition these data help specify the way in which social groups, through the medium of the individual actor contribute to, or fail to contribute to, the maintenance of large formal social structures and societal institutions.

D. IMPLICATIONS FOR EDUCATION

Should the major hypotheses of this study hold up in more definitive research, it would appear that educators concerned with lowering the rate of loss of teachers to other school systems or who are concerned

with lessening the number of teachers who leave the field of education for other careers, should develop activities which are likely to elicit the support of the teachers' reference groups -- including family, friends, and others in the educational setting. To the extent to which teachers are reciprocally involved in satisfaying friendship associations with other teachers and school personnel with whom they must work -- to the extent that the spouses and friends of teachers place importance on the teacher remaining a teacher -- the greater the likelihood that the teacher will remain in teaching. In summary, and perhaps to overstate the position, the teachers' relationships with others are equally if not a more crucial condition for their role maintenance than are satisfactions with teaching per se, social prestige, or perceptions of problems faced in the classroom.

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APPENDIX A

WESTERN MICHIGAN UNIVERSITY

School of Liberal Arts and Sciences
Department of Sociology and Anthropology
Center for Sociological Research

Kalamazoo, Michigan
49001

Very shortly you will be receiving a questionnaire in the mail. This questionnaire is designed to provide data about the problems, views and reactions of teachers in the _____ Public School system. The _____ Public Schools are cooperating with Western Michigan University in the attempt to understand those factors which are most important for career and job satisfaction.

The basic datum for our attempt to understand must come from the teacher. We will be most grateful for your help.

All responses will, of course, be confidential. All results will be a product of group analysis, no individual will be identified.

We think you will find the questionnaire interesting and not very time consuming. Thank you.

Sincerely yours,

Edsel L. Erickson
Research Director

r

APPENDIX B

WESTERN MICHIGAN UNIVERSITY

CENTER FOR SOCIOLOGICAL RESEARCH

May 15, 1967

Recently you received a letter asking your help in a study being conducted by Western Michigan University in cooperation with the _____ Public Schools. The purpose of this research is to determine factors which affect the job satisfactions of first- and second-year teachers. The study will be used to provide summarized information to the _____ Public Schools. Your knowledge, views, and opinions are invaluable in this. A frank expression of ideas and suggestions by you and your colleagues is crucial.

Please answer the items in the questionnaire enclosed; since we may have missed something important, you may use the blank sides of the sheets for other views you think important. A self-addressed, stamped envelope is enclosed for your convenience.

All data collected is confidential. The questionnaires will be returned to Western Michigan University and will not be seen by public school personnel. All reports will deal with mass data. If you have any questions about the research, please feel free to write to us, we will respond immediately. A summary of the research will be sent to you, after its completion, if you request it.

Thank you for your help.

Sincerely yours,

Edsel L. Erickson
Project Director

r

APPENDIX C

Teacher Questionnaire*

Western Michigan University	TEACHER SATISFACTION STUDY	Center for Sociological Research

The attached questionnaire has been designed to gather data regarding factors which affect the job satisfactions of first- and second-year teachers in the _____ Public Schools.

You will note that an identification number has been stamped on each sheet of the questionnaire. This number serves as a processing number for the computer management of the data, and furnishes the research worker with a means of knowing whether you have returned the questionnaire. (You will receive followup letters if you do not return it.) The identification number also makes it possible to determine, at a future date, whether you are still employed in the same school system.

Questionnaires are to be returned directly to Western Michigan University. Your replies will be treated as confidential information, and no employee in your school system will be informed of any of your answers. All reports of this study will be in terms of mass data; the anonymity of each individual will be scrupulously guarded.

Your cooperation in answering the questions and making any comments on your responses or suggestions for the improvement of the questionnaire will be appreciated. Please use the blank side of the sheets for your comments.

Return the completed questionnaire in the attached self-addressed envelope to

Edsel L. Erickson, Project Director
Center for Sociological Research
Western Michigan University
Kalamazoo, Michigan 49001

Thank you for your help.

*This title did not appear on questionnaires given to teachers.

ADDITIONAL ITEMS USED IN PRETEST*

---

1. Which one decision made by you would please your friend most?
   a. Stay in education regardless of other opportunities currently available. ( )
   b. Stay in education unless better occupational opportunities are made available. ( )
   c. My friend is not concerned either way. ( )
   d. Leave education as soon as reasonable opportunities are available. ( )
   e. Leave education now for some more rewarding type of work. ( )

2. Which one decision made by you would please your spouse or family most?
   a. Stay in education regardless of other opportunities currently available. ( )
   b. Stay in education unless better occupational opportunities are made available. ( )
   c. My spouse or family are not concerned either way. ( )
   d. Leave education as soon as reasonable opportunities are available. ( )
   e. Leave education now for some more rewarding type of work. ( )

*Used to assess reliability and validity with pretest subjects.

CAREER EXPECTATIONS RELEVANT TO WHETHER THE TEACHER SHOULD STAY IN EDUCATION OR ENTER INTO ANOTHER OCCUPATIONAL FIELD (CEx)*

(1) CExF
Would your friend say that you ought to leave education for another career?

Friend
1___Definitely not
2___Probably not
3___Not sure
4___Probably yes
5___Definitely yes

(2) CExS
Would your family or spouse say that you ought to leave education for another career?

Spouse or Family
1___Definitely not
2___Probably not
3___Not sure
4___Probably yes
5___Definitely yes

CAREER EXPECTATIONS RELEVANT TO WHETHER THE TEACHER SHOULD BE PHYSICALLY MOBILE WITHIN EDUCATION (MEx)*

(1) MExF
Would your friend say that you ought to transfer to another school system?

Friend
1___Definitely not
2___Probably not
3___Not sure
4___Probably yes
5___Definitely yes

(2) MExS
Would your spouse or family say that you ought to transfer to another school system?

Spouse or Family
1___Definitely not
2___Probably not
3___Not sure
4___Probably yes
5___Definitely yes

*This title did not appear on questionnaires given to teachers.

SATISFACTION WITH JOB REQUIREMENTS OF TEACHING ROLE*

Please indicate your like or dislike for each of the following types of work or situations involved in your carrying out your role as an educator. Mark your answers in the box, using the following scale:

1 - I like it very much
2 - I like it considerably
3 - I like it a little more than I dislike it
4 - My feelings are neutral, or the work is not relevant to my particular situation
5 - I dislike it a little more than I like it
6 - I dislike it considerably
7 - I dislike it very much

1.	Preparing lessons	( )
2.	Correcting papers	( )
3.	Attending teachers' meetings	( )
4.	Working with pupils in extra-curricular activities	( )
5.	Talking with individual parents about a problem concerning their child	( )
6.	Working with youngsters who are having a hard time adjusting to a school situation	( )
7.	Working primarily with children rather than with adults	( )
8.	Working with "exceptionally able" pupils	( )
9.	Working with "average" pupils	( )
10.	Having to prepare lesson plans	( )
11.	Working with "slow" pupils	( )
12.	Handling administrative paper work	( )
13.	Evaluating pupil progress	( )
14.	Working with guidance personnel	( )
15.	Having a different group of pupils to work with periodically during the day	( )
16.	Having to discipline problem children	( )
17.	Having spring, summer and Christmas vacations	( )
18.	Having a work routine which changes periodically during the day	( )
19.	Having to schedule one's time carefully	( )
20.	Having to follow specified curricula	( )

*This title did not appear on questionnaires given to teachers.

TEACHER SATISFACTION WITH OTHERS IN ROLE SETTING*

Please indicate your degree of satisfaction with each of the following items by placing the appropriate response number in the box following each item. Use the following response numbers:

7 - Very satisfied
6 - Moderately satisfied
5 - Slightly satisfied
4 - Indifferent or neutral
3 - Slightly dissatisfied
2 - Moderately dissatisfied
1 - Very dissatisfied

---

1. The level of competence of most of the other teachers in my present school. ( )

2. The method employed in my present school for making decisions on curriculum matters. ( )

3. The method employed in my present school for making decisions on pupil discipline matters. ( )

4. The attitude of the students toward the faculty in my present school. ( )

5. The manner in which the teachers and the administrative staff work together in my present school. ( )

6. The cooperation and help which I receive from my superiors. ( )

7. The education philosophy which seems to prevail in my present school. ( )

8. The evaluation process which my superiors use to judge my effectiveness as a teacher. ( )

9. The level of competence of my superiors. ( )

10. The adequacy of the supplies available for me to use in my present school. ( )

*This title did not appear on questionnaires given to teachers.

SATISFACTION WITH TEACHING ROLE AS A CAREER*

Please indicate your degree of satisfaction with each of the following items by placing the appropriate response number in the box following each item. Use the following response numbers:

7 - Very satisfied
6 - Moderately satisfied
5 - Slightly satisfied
4 - Indifferent or neutral
3 - Slightly dissatisfied
2 - Moderately dissatisfied
1 - Very dissatisfied

---

1. The state of teaching as a "profession". ( )
2. The top salary available for teachers. ( )
3. Chances for receiving salary increases as a teacher. ( )
4. The amount of progress which I think I will be able to make in my professional career. ( )
5. The amount of recognition which teachers are given by society for their efforts and contributions. ( )
6. The capabilities of most of the people who are in teaching. ( )
7. The effect of a teacher's job on his family life. ( )
8. The effect of a teacher's job on his social life. ( )
9. The amount of recognition which teachers are given by members of other professions. ( )
10. The opportunity which teachers have for associating with other professional people. ( )

*This title did not appear on questionnaires given to teachers.

MOBILITY ORIENTATION I*

How desirous would you be to accept each of the job opportunities listed below: Write your answer in the box following each job opportunity. Use the following response numbers:

1 - I would reject the opportunity
2 - I would hesitate to accept the opportunity
3 - I am uncertain
4 - I would probably accept the opportunity
5 - I would grasp the opportunity

---

1. Become an assistant principal ( )
2. Become a principal ( )
3. Become a staff specialist attached to a central office ( )
4. Become a superintendent of schools ( )
5. Remain a teacher in my present school for the remainder of my educational career ( )
6. Remain a teacher in my present school system for the remainder of my educational career, but move to a school in a "better neighborhood" ( )
7. Remain a teacher at my present grade level(s) for the remainder of my educational career ( )
8. Obtain a higher paying teaching job in another school system ( )
9. Obtain a higher paying position outside the field of education ( )

OCCUPATIONAL ASPIRATION*

Considering your talents and interests, what job or occupation would you most like to have 5 years from now? _____

(Be as specific as possible)

OCCUPATIONAL PLANS*

Considering your situation, what job or occupation do you expect to have 5 years from now? _____

*This title did not appear on questionnaires given to teachers.

BACKGROUND INFORMATION*

Please supply the following background information about yourself by checking the response that is most nearly correct for you. This information is requested so that attitudes may be studied in relation to teacher backgrounds.

---

1. How many years have you been a teacher?

___1)	1 year	___6)	6 - 10 years
___2)	2 years	___7)	11 - 15 years
___3)	3 years	___8)	16 - 20 years
___4)	4 years	___9)	21 - 25 years
___5)	5 years	___0)	26 years or more

2. How long have you taught in your present school system?

___1)	1 to 5 months	___4)	3 to 5 years
___2)	6 to 10 months	___5)	6 to 10 years
___3)	1 to 2 years	___6)	Over 10 years

3. How long have you taught in your present school?

___1)	1 to 2 months	___5)	2 years
___2)	2 to 4 months	___6)	3 years
___3)	4 to 10 months	___7)	4 to 7 years
___4)	1 year	___8)	Over 7 years

4. In how many schools have you taught?

___1)	1 school	___4)	4 schools
___2)	2 schools	___5)	5 schools
___3)	3 schools	___6)	6 schools

5. What is the highest academic degree which you have received?

___1) certificate
___2) bachelor's
___3) master's
___4) master's plus 30 hours
___5) doctor's

*This title did not appear on questionnaires given to teachers.

6. What was your father's highest educational attainment?

___1) no formal education
___2) some elementary school
___3) completed elementary school
___4) some high, technical or business school
___5) graduated from high, technical or business school
___6) some college
___7) graduated from college
___8) graduate or professional school

7. What was your mother's highest educational attainment?

___1) no formal education
___2) some elementary school
___3) completed elementary school
___4) some high, technical or business school
___5) graduated from high, technical or business school
___6) some college
___7) graduated from college
___8) graduate or professional school

8. What is your best friend's <u>major</u> lifetime occupation?

_____

9. What was your father's <u>major</u> lifetime occupation?

_____

TEACHER ESTIMATES OF PROPORTIONS OF THEIR STUDENTS
EXHIBITING SELECTED ACADEMIC CHARACTERISTIC*

Below you are requested to furnish information about your pupils. Please estimate, to the nearest 10 percent, the percentage of your pupils to which each of the following statements apply.

	Percent
1. They are interested in academic achievement.	_____
2. They are creating discipline problems for you.	_____
3. They do not have the intellectual capacity to do the work in their classes with you.	_____
4. They were adequately prepared to do the grade level work you expected of them when they entered your classes.	_____
5. They will probably go on to a four-year college.	_____
6. They will probably drop out of school before graduation.	_____
7. They are one or more years behind their grade level in reading ability.	_____

*This title did not appear on questionnaires given to teachers.

TEACHER ESTIMATES OF PROPORTIONS OF THEIR STUDENTS' PARENTS' ATTITUDES TOWARD THEIR CHILDREN'S SCHOOL PERFORMANCE AND THE SCHOOL*

Below you are requested to furnish information about your pupils' parents. Please estimate to the nearest 10 percent, the percentage of your pupils' parents to which each of the following statements apply.

	Percent
1. Their parents are interested in the school performance of their children.	_____
2. Their parents cooperate with the school when this help is requested.	_____
3. Their parents are extremely critical of the school.	_____
4. Their parents do not care whether their children drop out of school as soon as they are 16 years old.	_____

*This title did not appear on questionnaires given to teachers.

APPENDIX D

WESTERN MICHIGAN UNIVERSITY

School of Liberal Arts and Sciences
Department of Sociology
Center for Sociological Research

Kalamazoo, Michigan
49001

Thank you for responding to the questionnaire we sent you earlier this year. The data collected has been analyzed and is complete except for information concerning your current status.

Please indicate on the enclosed post card whether you are still teaching in the _____ Public School system, have moved to another school system or have left this field of work.

As soon as this information is received, tabulated and analyzed, a final report of this study which is sponsored by the U. S. Office of Education and conducted by Western Michigan University, will be sent to you.

Please accept our thanks again for your assistance and our apologies for any inconvenience this request for additional information causes.

Cordially yours,

Edsel L. Erickson
Associate Professor

ELE/rj
enclosure: questionnaire
post card